**The Core and MORE Instruction Checklist**

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| **The CCSS Standard: 4-7**  **The Envision Lesson: Number: Order Numbers** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| Students may look at the ones column instead of the tens column to determine the greater or least number. To prevent this problem, review tens and ones value. To maintain consistency, use the vocabulary terms correctly and often. | Least  greatest |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Review before, after, and between by writing numbers on board and calling on random students for numbers that come before, after and between the number. Review tens and ones values on board, with student participation. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary? 2. How will you provide multiple opportunities for vocabulary to be used in context?   Introduce vocabulary words by giving definition and examples. Have students write and draw in math journal. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  Materials needed: Number cards with 2-digit numbers for each set of partners.  Demonstrate how to order numbers using new vocabulary and reminding them of tens and ones to look for greater or fewer.  Student will be given instructions to game. Partners will take turns picking 3 number cards and must arrange them from least to greatest. The other student will be the checker and explainer. They will explain why it is right or wrong to the other student. They will take turns playing the game. Teacher will monitor the game and check to see if students are understanding.  After students have had time to play. Collect number cards and pass out worksheet (pg. 123). Have students complete the front page as a table by ordering numbers from least to greatest.  Questions…”How did you know that was the greatest number?” “Why did you put that number first?” (Example- If they had 27 and 72, discuss the tens and ones columns) | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Have students watch the visual learning animation for page 124 and complete problems 1-6 as a group.  Questions…” | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
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| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
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| **HOMEWORK** | |
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